

**Course Title:** Advance Social Psychology

**Course Number:** HS 623

**Credits:** 4-0-0-4

**Pre-requisites:** Consent of the Course Instructor

**Course Description:**

What precisely is social psychology? Basically, it's the branch of psychology that studies all aspects of our social existence—everything from attraction, love, and helping on the one hand, to prejudice, exclusion, and violence on the other—plus everything in between. The course includes paradigms in contemporary social psychology covering areas such as attitude and attitude change, group processes, social power, reward allocation, prosocial behavior, social cognition, social influence processes, aggression and violence; and the important theories in social psychology. This course will explain how social psychological theories can be applied to real life. The prime objective is to disseminate findings from behavioural science research, which have relevance for problems of society.

**Course Contents:**

**NOTE:** In the articles that report empirical studies, you are not required to understand details of statistical analysis. You need to understand only the major empirical findings, simple statistical indicators such as *averages and correlation coefficients*, and the main *theoretical ideas* discussed in these articles.

**Topic 1: Social psychology as a branch of psychology (4 Hours)**

Its historical background, major features of contemporary social psychology, and methods adopted in social psychology.

*Readings:* Baron & Byrne (10<sup>th</sup> edition)

- a) Social psychology: A working definition (pp. 5-13)
- b) Answering questions about social behaviour and social thought: Research methods in social psychology (pp. 18-26) (Omit section 'Interpreting Research Results')

**Topic 2: Social Influence. (5 Hours)**

Social facilitation, social loafing, power, and authority.

*Readings:*

- a) Grant T. & Dajee, K. (2003). Types of tasks, types of audience, types of actor: Interaction between mere presence and personality type in a simple mathematical task. *Personality & Individual Differences*, 35, 633-639.
- b) North, A. C.; Linley, P. A. & Hargreaves, D. J. (2000). Social loafing in a cooperative classroom task. *Education Psychology*, 20 (4), 389-392.

### **Topic 3: Distributive and Procedural Justice. (4 Hours)**

Major concepts, theories. Determinants of justice perception and justice behaviour.

*Readings:*

- a) Blader, S. L. (2007). What determines people's fairness judgements? Identification and outcomes influence procedural justice evaluations under uncertainty. *Journal of Experimental Social Psychology*, 43, 986-994.

### **Topic 4: Attitudes. (5 Hours)**

Formation, measurement, and change. Theories and models of attitude change. Dynamics and strategies of persuasion.

*Readings:* Baron & Byrne (10<sup>th</sup> edition).

- a) Attitude formation: How and Why Attitudes Develop, 121-125, 127-140 (Omit 'Attitude functions').
- b) Social learning: Acquiring attitudes from others; Genetic factors: Some surprising findings.
- c) The attitude behaviour link: When and How Attitudes Influence Behaviour; The fine art of persuasion: Using Messages to Change Attitudes (Omit 'When attitude change fails').

### **Topic 5: Social Cognition. (6 Hours)**

Attribution theories and attribution biases. Counterfactual thinking.

*Readings:*

- a) Augoustinos & Walker (1995). Attributional biases. pp. 67-85 (Omit 'Self-serving Biases').
- b) Connolly, T. & Zeelenberg, M. (2002). Regret in decision-making. *Current directions in Psychological Science*, 11 (6), 212-216.

### **Topic 6: Self-esteem and its social context. (6 Hours)**

*Readings:* Baron & Byrne (10<sup>th</sup> edition).

- a) Self-esteem: Attitudes about oneself, pp. 171-175.
- b) Other aspects of Self-functioning, pp. 175-183.

## **Topic 7: Social categorization and social identity – intergroup relationships. (6 Hours)**

### *Readings:*

- a) Baron & Byrne (10<sup>th</sup> edition). Social categorization: The Us versus Them effect and the Ultimate Attribution Error, pp. 222-230  
(Include: cognitive sources of prejudice; stereotypes: explicit and implicit; other cognitive mechanism in prejudice: illusory correlations and out-group homogeneity)  
(Omit 'Beyond the Headlines').
- b) Majeed, A. & Ghosh, E. S. K. (1982). A study of social identity in three ethnic groups in India. *International Journal of Psychology*, 17, 455-463.

## **Topic 8: Group dynamics: Group cohesiveness; Group decision-making (8 Hours)**

### *Readings:*

- a) Alcock, Carment & Sadava (4<sup>th</sup> edition). Groups, pp. 332-338.  
(Include: groups, language and group identity, attraction to the group cohesiveness, group beliefs and their functions, differentiation within the group, role and status, regulation by the group: norms, group decision-making)  
(Omit 'Power').

## **Suggested Reading:**

1. Alcock, Carment & Sadava (4<sup>th</sup> edition). Groups, pp. 332-338.  
(Include: groups, language and group identity, attraction to the group cohesiveness, group beliefs and their functions, differentiation within the group, role and status, regulation by the group: norms, group decision-making) (Omit 'Power').
2. Attitude formation: How and Why Attitudes Develop, 121-125, 127-140 (Omit 'Attitude functions').
3. Augoustinos & Walker (1995). Attributional biases. pp. 67-85 (Omit 'Self-serving Biases').
4. Baron & Byrne, *Social Psychology* (10<sup>th</sup> edition).
5. Blader, S. L. (2007). What determines people's fairness judgements? Identification and outcomes influence procedural justice evaluations under uncertainty. *Journal of Experimental Social Psychology*, 43, 986-994.
6. Connolly, T. & Zeelenberg, M. (2002). Regret in decision-making. *Current directions in Psychological Science*, 11 (6), 212-216.

7. Grant T. & Dajee, K. (2003). Types of tasks, types of audience, types of actor: Interaction between mere presence and personality type in a simple mathematical task. *Personality & Individual Differences*, 35, 633-639.
8. Majeed, A. & Ghosh, E. S. K. (1982). A study of social identity in three ethnic groups in India. *International Journal of Psychology*, 17, 455-463.
9. North, A. C.; Linley, P. A. & Hargreaves, D. J. (2000). Social loafing in a cooperative classroom task. *Education Psychology*, 20 (4), 389-392.